



## JAMES SIMONS ELEMENTARY

2685 Leeds Avenue  
North Charleston, SC

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School |              |
| <b>Enrollment</b>     | 205 Students           |              |
| <b>Principal</b>      | L. Lynn Owings         | 843-724-7763 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Chris Fraser       | 843-725-7200 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| <b>2011</b> | <b>Average</b>  | <b>Good</b>   |
| 2010        | Below Average   | Below Average |
| 2009        | At-Risk         | Below Average |
| 2008        | At-Risk         | At-Risk       |
| 2007        | Below Average   | Below Average |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

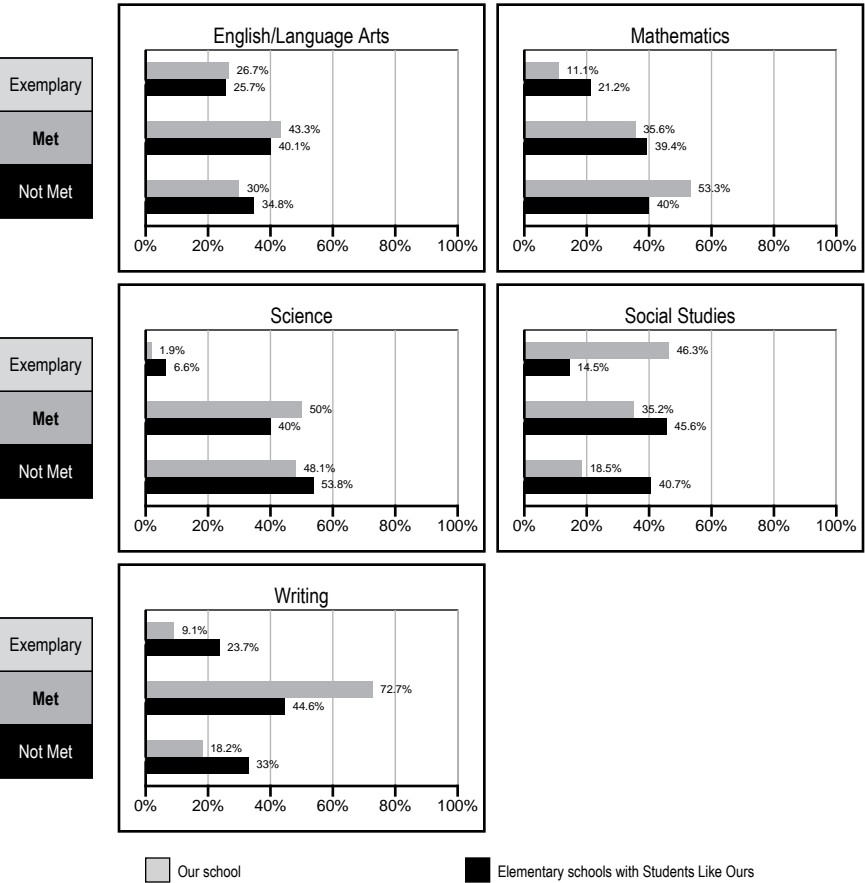
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 5    | 75      | 49            | 23      |

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=205)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.3%       | No Change             | 1.5%                                       | 1.1%                     |
| Attendance rate  | 95.7%      | Down from 96.2%       | 96.0%                                      | 96.2%                    |
| Served by gifted and talented program  | 3.1%       | Up from 2.8%          | 5.1%                                       | 13.4%                    |
| With disabilities other than speech  | 5.6%       | Up from 4.9%          | 4.3%                                       | 4.1%                     |
| Older than usual for grade   | 0.0%       | No Change             | 0.6%                                       | 0.3%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.5%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=28)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 39.3%      | Up from 38.5%         | 61.9%                                      | 62.5%                    |
| Continuing contract teachers   | 71.4%      | Up from 53.8%         | 81.8%                                      | 88.2%                    |
| Teachers returning from previous year  | 80.3%      | Up from 79.7%         | 84.2%                                      | 87.8%                    |
| Teacher attendance rate  | 98.1%      | Up from 97.0%         | 95.2%                                      | 95.2%                    |
| Average teacher salary*  | \$42,043   | Down 3.1%             | \$45,188                                   | \$46,773                 |
| Professional development days/teacher  | 4.1 days   | Up from 4.0 days      | 10.6 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 12.6 to 1  | Up from 10.8 to 1     | 17.5 to 1                                  | 19.9 to 1                |
| Prime instructional time   | 93.8%      | Up from 93.1%         | 90.2%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | Up from Poor          | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 88.5%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | Up from Average       | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$10,889   | Up 31.9%              | \$8,611                                    | \$7,447                  |
| Percent of expenditures for instruction**                                    | 64.1%      | Down from 65.4%       | 67.6%                                      | 68.4%                    |
| Percent of expenditures for teacher salaries**                               | 60.5%      | Up from 60.4%         | 63.9%                                      | 65.8%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

James Simons Elementary School is a Title I school located in the inner city of Charleston serving children pre-kindergarten to grade six. The enrollment is 225 with a poverty index of approximately 96%. Our staff holds very high standards for themselves as well as each student. They are passionate about teaching and learning and have created a positive, nurturing school environment.

Initiatives underway for improvement include 21st Century technology enhancements in every classroom, a rigorous and differentiated curriculum, with an emphasis on small, flexible groups designed to meet children at their functioning level and accelerate achievement. Specialized instructional intervention is in place in both reading and math for students as needed. Professional development is an integral part of our school week.

Students in all grades have increased literacy and numeracy skills as measured by the Dominie Reading Assessment and Measures of Academic Progress (MAP). School-wide results on the Dominie indicate an average increase of 5 reading levels overall. MAP data shows an average increase of nine points in Reading and ten points in Math school-wide. A Response to Intervention Model (RTI) is fully implemented at JSE. The 2011 evaluation of RTI at James Simons resulted in an exemplary status.

Increased student leadership and decision making is in place through Positive Behavior Intervention and Supports (PBIS), Safety Patrols and Student Council. The PBIS model is practiced school-wide with student recognition and incentives for appropriate choices in school. Our 2010-2011 school level evaluation for PBIS resulted in a perfect score of 100. Office referrals have decreased by 40% from 2009-2010 to 2010-2011.

Collaboration with community agencies continues in an effort to provide assistance for specific student and family needs. Parents are provided information and resources to enhance student learning. Communication with parents includes student agenda books, daily homework folders, weekly courier, monthly calendar of events, newsletters, phone calls, e-mails, report cards, monthly progress checks, notes and conferences. James Simons Elementary is fortunate to be part of the Charleston Promise Neighborhood pilot. The Charleston Promise Neighborhood is a nonprofit organization modeled after the highly successful Harlem Children's Zone project and is designed to ensure that every child and family has supports they need to thrive. The goal of CPN is to transform families within a generation.

Efforts to increase parental involvement include vigorously recruiting parents to attend school events, volunteer, and participate decision-making teams. We believe that community involvement is a necessary component of school success and we will continue working toward strengthening our bonds and partnerships with local faith based organizations as well as businesses.

Principal – L. Lynn Owings

School Improvement Council Chair – Tiffany Taylor

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 19              | 26               | 11              |
| Percent satisfied with learning environment            | 100.0%          | 88.5%            | 70.0%           |
| Percent satisfied with social and physical environment | 100.0%          | 88.0%            | 81.8%           |
| Percent satisfied with school-home relations           | 52.6%           | 84.6%            | 90.9%           |

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

|                                 |    |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |    |
|---------------------------|----|
| School Improvement Status | CA |
|---------------------------|----|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 2.7%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.1%       | 0.0%            | No                  |
| Student attendance rate                         | 95.7%      | 94.0%**         | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 96  | 100  | 30   | 43.3 | 26.7 | 84.4 | 83.1 | 82.4 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 54  | 100  | 34.6 | 44.2 | 21.2 | 82.7 | 79.9 | 78.7 | N/A | N/A |
| Female                       | 42  | 100  | 23.7 | 42.1 | 34.2 | 86.8 | 86.6 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 94.8 | 88.9 | I/S | I/S |
| African American             | 92  | 100  | 31   | 42.5 | 26.4 | 83.9 | 71.9 | 72.9 | Yes | Yes |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 96.3 | 93   | I/S | I/S |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 78   | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 87.5 | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 15  | 100  | 57.1 | 35.7 | 7.1  | 64.3 | 42.6 | 48.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 76.9 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 89  | 100  | 30.1 | 43.4 | 26.5 | 84.3 | 72.9 | 75.4 | Yes | Yes |

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 96  | 100  | 53.3 | 35.6 | 11.1 | 63.3 | 82.8 | 81.9 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 54  | 100  | 53.8 | 30.8 | 15.4 | 61.5 | 81.1 | 79.9 | N/A | N/A |
| Female                       | 42  | 100  | 52.6 | 42.1 | 5.3  | 65.8 | 84.6 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 94.9 | 88.9 | I/S | I/S |
| African American             | 92  | 100  | 55.2 | 34.5 | 10.3 | 62.1 | 70.9 | 71.4 | No  | Yes |
| Asian/Pacific Islander       | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 97.4 | 94.6 | I/S | I/S |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 79.2 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 93.8 | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 15  | 100  | 85.7 | 7.1  | 7.1  | 21.4 | 40.8 | 47.3 | I/S | I/S |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 78.8 | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 89  | 100  | 53   | 36.1 | 10.8 | 62.7 | 72.7 | 74.9 | No  | Yes |

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

|                              | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 58                               | 100      | 48.1      | 50    | 1.9         | 51.9                         | 69.2                           | 68.6                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 29                               | 100      | N/AV      | N/AV  | N/AV        | 44.8                         | 68.4                           | 68.3                        |
| Female                       | 29                               | 100      | 40        | 56    | 4           | 60                           | 70                             | 68.9                        |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 90.4                           | 80.7                        |
| African American             | 56                               | 100      | 50        | 48.1  | 1.9         | 50                           | 48.4                           | 51.4                        |
| Asian/Pacific Islander       | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 88.2                           | 85.3                        |
| Hispanic                     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 63.3                           | 61.6                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 87                             | 70.8                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 30.6                           | 35.7                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 42.9                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 60.4                           | 60.7                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals             | 55                               | 100      | 45.1      | 52.9  | 2           | 54.9                         | 51.8                           | 57.3                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 57  | 100  | 18.5 | 35.2 | 46.3 | 81.5 | 75.5 | 72.5 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 34  | 100  | 21.9 | 31.3 | 46.9 | 78.1 | 74.4 | 72   |
| Female                       | 23  | 100  | 13.6 | 40.9 | 45.5 | 86.4 | 76.6 | 73.1 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 1   | I/S  | N/A  | N/A  | N/A  | N/A  | 91   | 81   |
| African American             | 54  | 100  | 19.2 | 34.6 | 46.2 | 80.8 | 60.4 | 60   |
| Asian/Pacific Islander       | 2   | I/S  | I/S  | I/S  | I/S  | I/S  | 93.3 | 89   |
| Hispanic                     | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 69   | 69.6 |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 83.3 | 73.5 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 8   | I/S  | I/S  | I/S  | I/S  | I/S  | 36.9 | 40.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 53.8 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 70.5 | 69.7 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 53  | 100  | 20   | 34   | 46   | 80   | 61.8 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 24                               | 100      | 18.2      | 72.7  | 9.1         | 81.8                         | 75.8                           | 73.2                        | 95.7                      | 96                          |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 13                               | 100      | 30.8      | 61.5  | 7.7         | 69.2                         | 70.7                           | 67.2                        | 95.5                      | 95.9                        |
| Female                     | 11                               | 100      | I/S       | I/S   | I/S         | I/S                          | 81.1                           | 79.4                        | 96                        | 96.1                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 90.8                           | 81.5                        | 97.9                      | 96.1                        |
| African American           | 24                               | 100      | 18.2      | 72.7  | 9.1         | 81.8                         | 61.3                           | 61.3                        | 95.7                      | 95.8                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 85.4                           | 87                          | 97.9                      | 96.9                        |
| Hispanic                   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 69.4                           | 66.7                        | 66.7                      | 96                          |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 72.2                        | N/A                       | 95.9                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 6                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 23.9                           | 26                          | 96.2                      | 94.9                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 40.5                        | N/A                       | 98                          |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 67.9                           | 65.7                        | 95.2                      | 96.3                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 22                               | 100      | 20        | 70    | 10          | 80                           | 62.2                           | 63.2                        | 95.7                      | 95.5                        |

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 29                               | 100      | 22.2      | 40.7  | 37          | 77.8                  |
|                       | 4     | 28                               | 100      | 34.6      | 53.8  | 11.5        | 65.4                  |
|                       | 5     | 33                               | 100      | 42.4      | 54.5  | 3           | 57.6                  |
|                       | 6     | 22                               | 100      | N/A       | N/A   | N/A         | 40.9                  |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011                  | 3     | 26                               | 100      | 21.7      | 47.8  | 30.4        | 78.3                  |
|                       | 4     | 19                               | 100      | 5.6       | 44.4  | 50          | 94.4                  |
|                       | 5     | 23                               | 100      | 28.6      | 47.6  | 23.8        | 71.4                  |
|                       | 6     | 28                               | 100      | 53.6      | 35.7  | 10.7        | 46.4                  |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 29                               | 100      | 37        | 51.9  | 11.1        | 63                    |
|                       | 4     | 28                               | 100      | 57.7      | 38.5  | 3.8         | 42.3                  |
|                       | 5     | 33                               | 100      | 72.7      | 24.2  | 3           | 27.3                  |
|                       | 6     | 22                               | 100      | 68.2      | 22.7  | 9.1         | 31.8                  |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011                  | 3     | 26                               | 100      | 56.5      | 39.1  | 4.3         | 43.5                  |
|                       | 4     | 19                               | 100      | 22.2      | 50    | 27.8        | 77.8                  |
|                       | 5     | 23                               | 100      | 71.4      | 19    | 9.5         | 28.6                  |
|                       | 6     | 28                               | 100      | 57.1      | 35.7  | 7.1         | 42.9                  |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 15                               | 100      | N/A       | N/A   | N/A         | 20                    |
|                       | 4     | 28                               | 100      | N/A       | N/A   | N/A         | 26.9                  |
|                       | 5     | 17                               | 100      | N/A       | N/A   | N/A         | 47.1                  |
|                       | 6     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011                  | 3     | 13                               | 100      | 58.3      | 33.3  | 8.3         | 41.7                  |
|                       | 4     | 19                               | 100      | N/AV      | N/AV  | N/AV        | 72.2                  |
|                       | 5     | 12                               | 100      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | 14                               | 100      | N/AV      | N/AV  | N/AV        | 21.4                  |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2010           | 3     | 14                               | 100      | N/A       | N/A   | N/A         | 91.7                  |
|                | 4     | 28                               | 100      | 42.3      | 53.8  | 3.8         | 57.7                  |
|                | 5     | 16                               | 100      | N/A       | N/A   | N/A         | 68.8                  |
|                | 6     | 12                               | 100      | N/A       | N/A   | N/A         | 50                    |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 3     | 13                               | 100      | 18.2      | 36.4  | 45.5        | 81.8                  |
|                | 4     | 19                               | 100      | N/AV      | N/AV  | N/AV        | 100                   |
|                | 5     | 11                               | 100      | 18.2      | 54.5  | 27.3        | 81.8                  |
|                | 6     | 14                               | 100      | 42.9      | 42.9  | 14.3        | 57.1                  |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2010           | 3     | 29                               | 100      | 40.7      | 48.1  | 11.1        | 59.3                  |
|                | 4     | 27                               | 100      | 42.3      | 50    | 7.7         | 57.7                  |
|                | 5     | 34                               | 100      | 18.2      | 45.5  | 36.4        | 81.8                  |
|                | 6     | 22                               | 100      | 36.4      | 50    | 13.6        | 63.6                  |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2011           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 24                               | 100      | 18.2      | 72.7  | 9.1         | 81.8                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample